

An Analysis Of Students Speaking Skill In Presenting Procedure Text

Siti Qaulan Layyina¹, Yessy Marzona^{2*}, Sherly Franchisca³

^{1,2,3}Pendidikan Bahasa Inggris, Universitas Ekasakti Padang.

*Email: yessy.marzona@gmail.com

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Abstrak

Penelitian ini dilakukan karena beberapa masalah berbicara yang dihadapi siswa kelas X di SMKN 6 Padang dalam kelas Bahasa Inggris, khususnya dalam penyajian teks prosedural. Penelitian ini menggunakan metode deskriptif dengan populasi 100 siswa kelas X Jurusan Kuliner, yang darinya satu kelas (X KUL 3, terdiri dari 30 siswa) dipilih melalui pengambilan sampel acak berkelompok. Data dikumpulkan menggunakan tes berbicara di mana siswa menyajikan teks prosedural yang telah mereka buat, dan kinerja mereka dievaluasi menggunakan rubrik berbicara standar. Hasil penelitian menunjukkan bahwa kemampuan berbicara sebagian besar siswa di kelas X KUL 3 dikategorikan sedang, dengan nilai rata-rata 61,4. Meskipun demikian, beberapa kesulitan masih terlihat, terutama dalam pengucapan dan kelancaran, yang memengaruhi 83,3% siswa. Tantangan lain termasuk kosakata yang terbatas dan minat yang rendah dalam belajar Bahasa Inggris. Secara keseluruhan, hasil penelitian menyoroti perlunya dukungan yang lebih besar dalam meningkatkan kinerja berbicara siswa, khususnya dalam mengatasi masalah pengucapan dan kelancaran untuk membantu mereka mencapai tingkat kemahiran yang lebih maju.

Keywords: Keterampilan Berbicara, Presentasi, Teks Prosedur.

Abstract

This research was due to several speaking problems faced grade X students at SMKN 6 Padang in their English class, particularly in presenting procedure texts. The research employed a descriptive method with a population of 100 tenth-grade Culinary students, from which one class (X KUL 3, consisting of 30 students) was selected through cluster random sampling. Data were collected using a speaking test where students presented procedure texts they had created, and their performances were evaluated using a standardized speaking rubric. The findings showed that most students' speaking ability in class X KUL 3 was categorized as moderate, with a mean score of 61.4. Despite this, several difficulties were still evident, especially in pronunciation and fluency, which affected 83.3% of the students. Other challenges included limited vocabulary and low interest in learning English. Overall, the results highlight the need for greater support in enhancing students' speaking performance, particularly in overcoming pronunciation and fluency problems to help them achieve more advanced levels of proficiency.

Keywords: Speaking Skill, Presentation, Procedure Text.

INTRODUCTION

In Indonesia, English is classified as a foreign language. It is a mandatory subject in the education system and forms part of the final high school examinations. For Indonesian students, English is often considered one of the most challenging subjects, even though many have been studying it from junior high school through university. Today, mastering English is valuable in both social and professional settings, as it can open doors to broader communities, make job-seeking easier, provide income opportunities through teaching English, and offer various other benefits.

Generally, English study encompasses skills in speaking, listening, reading, and writing, each with its own set of challenges. Speaking is one of the most difficult aspects for students to master. Speaking is one of the most difficult aspects for students to master. Marzona et al., (2025) Speaking is a fundamental aspect of English language learning, allowing students to express their ideas clearly. According to Fulcher (2003:23-30) describes speaking skill as a

productive aspect of language that entails forming spoken expressions to convey ideas, information, and emotions to others.

In learning procedure texts, students must present step-by-step explanations in a structured and understandable manner. According to Anderson, (2021) define procedure text is a type of text that provides instructions on how to do something through a series of steps. Its purpose is to guide the reader or listener in performing a task or achieving a goal. Moreover, Knapp & Watkins, (2005) define procedure text is a genre of writing that outlines the steps or actions required to complete a task or create something. It serves as a practical guide, often utilized to describe processes, provide recipes, or deliver instructional content, ensuring clarity and ease of execution for the reader or listener. Hyland, (2007) describes procedure text is a genre of writing that aims to instruct or guide the reader in performing a task. It is characterized by its clear, logical structure and use of imperative sentences.

One effective approach to enhancing students' speaking skill in procedure texts is through presentations, which enable them to practice fluency, pronunciation, and coherence. According to Weissman, (2020) presentation is a structured communication process designed to deliver a clear and compelling message, often with the goal of persuading or influencing the audience. Nunan, (2020) explains that speaking is a skill centered on fluency in verbal expression, enabling effective interaction and the achievement of communicative objectives.

Based on the researcher's experience during teacher training at SMKN 6 Padang, especially with first-grade students, many students struggled to understand English. Additionally, many students were also not aware of the importance of learning English for their future, as the result was low motivation towards the subject. Based on the observations in the first-grade students of SMKN 6 Padang preferred learning English through listening, note-taking, reading, and speaking. However, they found it somewhat challenging when asked to speak in English.

During teaching practice at SMKN 6 Padang, students encountered several challenges. The first problem was in pronunciation. Students did not know how to pronounce the correct pronunciation of the word. Students struggled with pronunciation due to their strong accent influenced by their mother tongue.

The second problem was limited vocabulary. Because of the lack of vocabulary causes students did not know what they would say, they speechless, the students learners shy in using new words due to worries about mispronouncing them or using them incorrectly. Fearfulness can hinder trying out new vocabulary and slow down progress in learning.

The last problem was low interest in learning English. The students lacked interest because they felt that speaking was difficult, as it involves many components necessary for effective communication. Students were also lazy to practice speaking English because they were not confidence and feel shy to speak English in the classroom situation.

RESEARCH METHOD

The research used a descriptive method. The population consisted of all tenth-grade Culinary students at SMK N 6 Padang, with total 100 students in three classes. The sample was selected by used cluster random sampling, resulting in class X KUL 3 (30 students) was being chosen as the subject of the study. The instrument used for data collection was a

speaking test in which students were asked to present a procedure text that have been created by them. Students' performance was evaluated used a standardized speaking rubric.

RESULT AND DISCUSSION

Result

The resercher presents an analysis students' speaking skill in presenting procedure text X KUL 3 at SMK N 6 Padang. Based on the research findings, it would be described as below :

The Students' Speaking skill in Presenting Procedure Text at The Tenth Grade of SMK N 6 Padang.

The analysis of students' speaking skills in presenting procedure texts at the tenth grade of SMKN 6 Padang revealed that their overall performance was categorized as moderate, with a mean score of 61.4. Across all assessed components—fluency, accuracy, pronunciation, grammar, and vocabulary—the majority of students consistently fell into the moderate category. Specifically, fluency was dominated by 86.7% of students at the moderate level, accuracy and pronunciation each showed 93.3% in the same category, while grammar and vocabulary both had 86.7% of students classified as moderate. These findings indicate that students' speaking skills in presenting procedure texts are generally moderate across all aspects, requiring further improvement to reach higher proficiency.

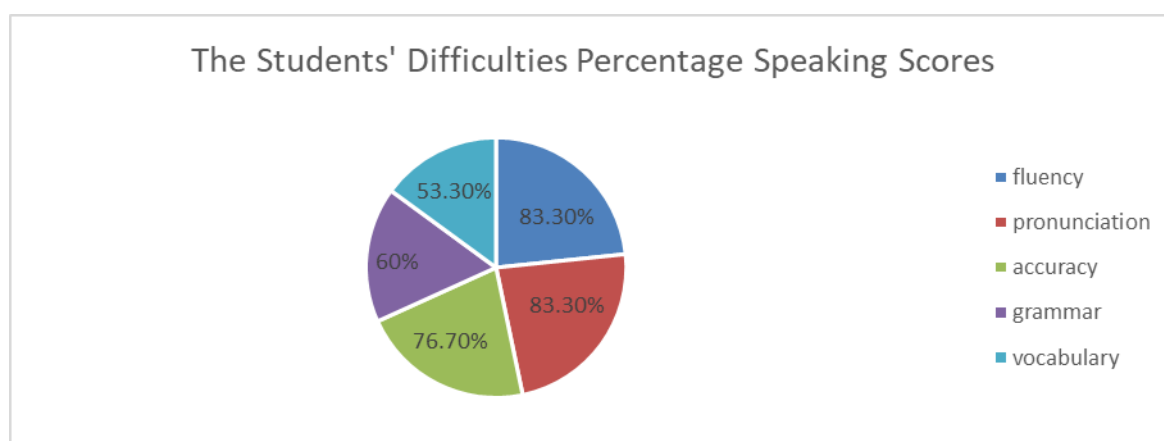


Figure 1. Students' Difficulties in Presenting Procedure Texts at SMKN 6 Padang

The analysis of the percentage data reveals that the majority of students in Class X KUL 3 at SMK N 6 Padang experience considerable difficulties in various speaking components during the presentation of procedure texts. A significant portion 83.3% struggles particularly with pronunciation and fluency, indicating major gaps in basic speaking performance. In terms of accuracy, 76.7% of the students demonstrate errors in sentence construction and word usage. Furthermore, 60% of the class shows weaknesses in grammar, often using incorrect or awkward sentence structures. Additionally, 53.3% of the students have a limited vocabulary, which negatively impacts their ability to convey meaning effectively. These results suggest a pressing need for focused instruction and remedial practice to strengthen students' speaking abilities across all evaluated aspects.

Discussion

The researcher analyzes the speaking skills of tenth-grade students at SMK N 6 Padang, especially in presenting procedure text. Data was collected through a speaking

test conducted with class X KUL3. The results show that students' overall speaking skill is in good category, with an average score of 61.4. Although students were able to speak at a basic level, they still faced several challenges in specific areas such as pronunciation, fluency, accuracy, grammar, and vocabulary.

Pronunciation was one of the most difficult aspects for the students. About 83.3% of them had problems pronouncing English words correctly. For example, one student said "skweze" instead of "squeeze", and another said "spon" instead of "spoon". These mistakes suggest that students are not familiar with correct English pronunciation. This finding is similar to the study by (Marbes, 2021), who also found that pronunciation was the main problem in speaking procedure texts. Even though her students had a good average speaking score, pronunciation was still difficult for them. This shows that pronunciation is a common issue in learning to speak English.

Fluency was also a big problem. The same percentage of students, 83.3%, had trouble speaking smoothly without reading their notes. Most of them were not confident to speak freely and needed to read the text they had prepared. This made their speaking less natural. A similar result was found in the study by Permana, (2023), who said that students often used time-gaining strategies such as pauses or fillers to delay speaking. In this study, students showed the same habit, which may be caused by a lack of confidence or speaking practice. This means that students need more activities that help them speak naturally and confidently.

Accuracy was another area where many students struggled. Around 76.7% of students often made mistakes in their sentences. Although they understood what they wanted to say, they found it difficult to say it in the correct way. This agrees with what Richards, (2021) stated, that accuracy is important in speaking because it helps listeners understand the message. Based on the results, teachers should focus more on helping students speak with correct expressions and sentence forms.

Grammar was also a problem for many students. About 60% of them used incorrect grammar in their speech. One example is a student who said "how to make noodle instant" instead of "how to make instant noodles". This mistake shows that students still do not fully understand basic grammar rules, such as word order. The same issue was found in Sidabalok, (2021) study at SMK 1 Airjoman, where students also had low grammar ability in speaking. These findings suggest that grammar practice should be part of speaking activities, especially for vocational students.

Vocabulary was the last challenge found in this study. Around 53.3% of students had limited vocabulary. For example, one student said "cairan" instead of "liquid". This shows that students still lack the right words to express their ideas in English. Similar findings were also reported by Sidabalok, (2021), who found that limited vocabulary made it difficult for students to produce procedure texts.

In conclusion, the biggest problems in speaking found in this study are pronunciation and fluency, followed by accuracy, grammar, and vocabulary. These results show that students still need to improve many parts of their speaking ability, especially when delivering procedure texts. Teachers are advised to give more speaking activities that help students speak more naturally, improve their pronunciation, and reduce the need to read written texts. Teachers should also include grammar and vocabulary practice in speaking tasks to help students use English better in real communication. This is especially important for vocational students, who will need good speaking skills in their future workplace

CONCLUSION

The findings from the study indicated that the speaking skills of students in class X KUL 3 in presenting procedure texts are generally in the moderate category across all assessed components. These results show that most students have a good category of speaking skills, with mean score 61.4. However, further reinforcement especially in pronunciation and fluency is necessary to help elevate their skills to a more advanced level.

In addition, the data revealed that students of class X KUL 3 at SMK N 6 Padang encounter various difficulties in speaking, particularly in presenting procedure texts. The most prevalent issues appear in pronunciation and fluency, where 83.3% of students struggle with mispronunciations and tend to rely on reading rather than speaking spontaneously. These challenges indicate a clear need for targeted efforts to improve students' skills in all

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